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ABSTRACT

This document presents findings of a study that examined the feasibility, implications, and requirements of establishing a state clearinghouse for at-risk education under the auspices of the Arizona Department of Education. Data were collected through interviews with four administrative specialists and a survey of three national and five state clearinghouses that specialized in at-risk education and issues. Findings indicate that the concept of providing a state-clearinghouse service has some merit, although startup and maintenance costs are substantial. The recommendation is made to gather more data to confirm the need for such a service. If the decision is made to establish a clearinghouse, the clearinghouse should be part of a comprehensive state plan for technical assistance. Two options are identified: (1) Place the clearinghouse within the Department of Education; or (2) subcontract management of the clearinghouse to the Arizona Prevention Resource Center at the College of Extended Education at Arizona State University. Three tables are included. Appendices contain the survey instrument, Clearinghouse profiles, sample forms and materials, detailed costs by module, and sample job descriptions. (LMI)

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Morrison Institute for Public Policy
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ESTABLISHING A STATE CLEARINGHOUSE ON AT-RISK EDUCATION

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EXECUTIVE SUMMARY

The purpose of the current research was to study the feasibility, implications, and requirements of establishing a state clearinghouse for at-risk education under the auspices of the Arizona Department of Education. The status of clearinghouses at the national and state levels was investigated to determine models for operationalizing a clearinghouse function. The status of at-risk programming, information services, and computer networking capabilities in Arizona were also investigated.

The research showed that the concept of providing a state clearinghouse service has some merit, although start-up and maintenance costs are substantial -- approximately $60,000 annually depending on the size and scope of the collection. Prior to committing funds to such an effort, it is recommended that more data be gathered to confirm the need for and potential usage of such a service. In addition, it is recommended that a clearinghouse should be part of a comprehensive state plan for providing technical assistance to Arizona schools.

If the decision is made to proceed with establishing a clearinghouse, two options are presented for its management and locale. One option is to place it within the Department of Education; the other is to sub-contract the management and operations to the Arizona Prevention Resource Center, College of Extended Education at Arizona State University. This center already supports a statewide clearinghouse dealing with a variety of prevention programs across the state. The advantages and disadvantages of these options are presented in the report as well as projected costs of establishing and maintaining a clearinghouse collection.

ESTABLISHING A STATE CLEARINGHOUSE ON AT-RISK EDUCATION

Introduction

It is estimated that one in four children in Arizona is at risk of academic failure, and the number is growing. Programs to provide appropriate services for these children through the schools also will have to increase. One goal within the Arizona Department of Education (ADE) is to provide school staffs with easily accessible information about planning and implementing programs for at-risk students, as well as access to their colleagues who have common goals and interests -- in short, information- and people-networking services.

In Fall 1993, ADE contracted with the Morrison Institute for Public Policy, School of Public Affairs, Arizona State University, to conduct research that would result in the formulation of a comprehensive state plan for technical assistance for districts throughout the state that serve at-risk students. One component of this research is to study the feasibility, implications, and requirements of establishing a state clearinghouse for education of at-risk students in prekindergarten through grade 12. This report encompasses the clearinghouse component of the technical assistance study. The findings from this current study also will be included in a larger report on technical assistance strategies to be prepared in mid-1994.

The clearinghouse research was conducted based on preliminary evidence that the need for a clearinghouse had already been determined by ADE staff. This need was identified as a result of the large number of requests to the Department from school and district personnel for information about a variety of programs to meet the needs of at-risk students in the state. Typically, these requests involve school personnel wanting to contact schools or districts in their geographic region that are implementing a particular strategy or program targeting at-risk students. For example, a curriculum coordinator in Payson might call ADE to inquire whether any schools in that area are using the "school-within-a-school" model at the middle school level. If so, who could be contacted to obtain more information about starting such a program? ADE does not currently have a systematic method of documenting programs statewide or disseminating such information to people requesting it. A statewide clearinghouse for at-risk education is believed to be one mechanism for providing this information and networking service to schools and districts.

This report is intended to provide information that can be used by ADE staff to make decisions about whether to proceed, and how to proceed, with the establishment of an Arizona clearinghouse for at-risk education. The report provides an overview of the status of clearinghouses at both the state and national levels and options for how ADE might undertake the process of establishing and maintaining a clearinghouse. The report provides options for the size and scope of the clearinghouse collection, the methods that might be used to access the service, and estimated costs associated with the options.

Defining a Clearinghouse

As defined in *The Clearinghouse Directory: 1991-92*, a clearinghouse is "an organization, or unit within an organization, that collects extensive and up-to-date material on a clearly defined, specific subject, and disseminates it upon request to a clientele..."[1] A clearinghouse may contain very broad *or* very specific collections and may serve either widespread or targeted audiences. It can be operated manually (e.g., with telephones, file cabinets, copy machines, mail) or electronically (e.g., through a computer network). In most cases, clearinghouse services are provided free of charge or at a minimal cost. Many clearinghouses are operated by the federal government in response to a widely recognized need for information on a specific subject, such as HIV/AIDS or substance abuse. Others are sponsored by associations, educational institutions, agencies, or state departments, in order to make timely specialized information available to some segment of the public.

In the case of the current research requested by ADE, the concept of a state clearinghouse is quite specific. As initially conceived, the desired outcome is to create a centralized collection of descriptions of programs within Arizona designed to address the needs of at-risk students, as well as information about whom to contact to obtain more in-depth information about those programs. One important criterion is that the collection must be easily accessible to all schools and districts within the state, both urban and rural, regardless of the school's or district's technological capabilities.

The Clearinghouse Research

Literature related to clearinghouses was obtained through searches of ERIC, UNCOVER, and the Arizona State University (ASU) library collection. It was found that there is not a body of academic research, per se, related to clearinghouses. However, thirteen national and three state clearinghouses that include information on at-risk education were identified through the library search, and attempts were made to obtain additional information on each. Contacts with several of the identified clearinghouses were not able to be made due to disconnected telephone numbers; some contacts were abandoned when the researcher was told that the clearinghouse does not exist, despite the fact that it was listed in a directory. In some cases, the researcher was told that funding sources for the clearinghouse had dried-up and the effort had been abandoned. In other instances, the clearinghouse had evolved into a completely electronic-access mode and was now operating as a computerized information network specializing in a particular topic (like a bulletin board or electronic mail) rather than as a clearinghouse. Some clearinghouses had unstable histories in their affiliation with an institution, having been "passed around" to different units and different supervisors every couple of years.

In total, three well-established national clearinghouses and five state-sponsored clearinghouses dealing with at-risk education and issues were identified as valid models for the research. For some of these clearinghouses, the collection of information is broader than

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[1] Batten, D. (Ed.). (1992). *The Clearinghouse Directory: 1991-92*. New York: Gale Research, Inc.

at-risk education, but information about at-risk programs is a subset of the collection. A survey was conducted of these three national and five state clearinghouses to gather information that could be used to develop a model for establishing a state clearinghouse for at-risk education. The survey included questions about information collection, storage, entry, and dissemination; operations; staffing; funding; and marketing. (A copy of the survey is shown in Appendix A.) Clearinghouse staff also were requested to send brochures and/or samples of forms used to collect information, and five responded to this request. Other persons also were interviewed during the information-gathering stage of the project: the Director of the Comprehensive Training Unit, Division of Vocational Technological Education; an ADE Programmer Analyst II; an ADE Communication Technology Specialist; and the Dean of ASU Libraries.

Existing National and State Clearinghouses

The literature search and subsequent telephone survey revealed what appears to be a decrease in clearinghouse functions and operations at the national level. Prior to the technological advances of the past two decades, clearinghouses served as repositories of information on a variety of topics to be accessed by a targeted or a general audience. They typically consisted of a physical collection of information that could be accessed through telephone or mail requests by interested parties. Requests were then filled by a mail response after a staff person conducted a hand search of the information. While there are still a few clearinghouses of this type in operation, the nature of the clearinghouse function has evolved into a more electronic information-dissemination system. The vast number of options that are available for accessing information electronically and the large numbers of people who have access to computer hardware and communication software have significantly changed the climate for the clearinghouse as a physical collection of information.

One major source of information on a wide range of educational topics is the Educational Resources Information Center (ERIC). The ERIC system includes 16 clearinghouses covering subject-specific topics and offers research summaries, bibliographies, reference and referrals, computer searches, online database access, and document reproduction. The system is accessible via a toll free number or from a computer terminal. Although it does not include a clearinghouse specifically dealing with at-risk education, topics related to at-risk students and programs are embedded throughout the ERIC document collection. For example, Morrison Institute publications on the *Arizona At-Risk Pilot Project* are available through the ERIC service.

Another piece of the national picture related to funding for technical assistance is relevant to this research. One component of the current Reauthorization of the Elementary and Secondary Education Act (ESEA) could eventually have implications for the proposed state clearinghouse function for at-risk education. Currently, ESEA funds support technical assistance activities in 49 states for the implementation of ESEA programs. The proposed changes to *TITLE II, Part B: Support and Assistance for ESEA Programs* involve collapsing these 49 "centers" into 10 regional centers that would provide "one-stop shopping" for states and districts with information about planning, implementing, and evaluating Chapter 1,

Bilingual, Migrant, and other federally-funded programs. They also would provide information and technical assistance needed to develop identified model practices. This information is included to provide a national context to the information dissemination efforts that might be occurring in the future and which potentially could overlap with or complement a state clearinghouse function.

Brief profiles of three national and four state clearinghouses that responded to the telephone survey, and the APRC which was contacted in person, are presented in Appendix B. For each clearinghouse, methods of collecting, storing, and disseminating information, staffing, and funding are presented. In addition, Tables 1a and 1b on the following pages show a comparative analysis of the features of the clearinghouses profiled. The clearinghouses profiled are the following:

Center for Early Adolescence, Chapel Hill, North Carolina
National Dropout Prevention Center, Clemson, South Carolina
Education Commission of the States, Denver, Colorado
School Model Programs Clearinghouse, Denver, Colorado
Florida Department of Education Clearinghouse, Tallahassee, Florida
Information Exchange, Augusta Maine
Texas Education Agency Clearinghouse, Austin, Texas
Arizona Prevention Resource Center Clearinghouse, Tempe, Arizona

Table 1a
Summary of Clearinghouse Features

Clearinghouse	Topics	Type of Material	Size	Access
Center for Early Adolescence	Problems and issues of adolescence.	Journals, books, speeches, statistics, programs, program materials, consultants, etc.	300 organization files; 52 statistical files; 10,000 books; other publications.	Toll free number, walk-in access to non-circulating library.
National Dropout Prevention Center	Dropout prevention; at-risk youth.	Programs, information about other organizations' services, consultants	Over 500 program files; 2500 resources.	Computer database (user fee) with 24 hour access; hand searches conducted by staff.
Education Commission of the States	Variety of education topics; state legislation.	Database of education policies, legislation, educational publications, statistics	Not available	Telephone; staff-only access to in-house database.
Colorado School Model Programs	State model programs.	Abstracts of model programs.	Not available	CARL, Internet, state-wide network; call-ins accepted but computer use encouraged.
Florida State School Improvement Research Center and Prevention Center	School improvement, prevention, urban schools, at-risk	Journals, magazines, ERIC, computer searches	Over 8,000 books; hundreds of videos, journals and magazines.	Mail in search requests; toll free number; state-wide computer system.
Information Exchange, Maine Resource Bank	State successful programs; human resources; material resources	Abstracts and contact information on educational programs, projects, services, instructional materials, experts/consultants.	Not available	Toll free number.
Texas Education Agency Clearinghouse	Multiple educational topics	Program descriptions and contact information.	Not available	Telephone including toll free number; fax; statewide computer network.
Arizona Prevention Resource Center	Prevention; including substance abuse, gangs, health, nutrition.	Referenced titles, monographs, training, curriculum materials, bulk literature.	75,000 items.	Toll free number; walk-in; clearinghouse catalog.

Table 1b
Summary of Clearinghouse Features (continued)

Clearinghouse	Product	Rate of Use	Staffing Level	Annual Budget	Sources of Funding
Center for Early Adolescence	Photocopies of articles, book citations, referrals, training information.	1272 in 1991-92: 686 telephone, 462 mail, 124 walk-ins.	1 FT, 1 PT	$90,000	Private grants
National Dropout Prevention Center	Own publications, program profiles, resource materials, consultant and speaker referrals.	1,800 per year (estimated).	12 FT (total Center staff)	Not available	Private, government, user fees.
Education Commission of the States	Policy information, legislative analysis, educational statistics, issue papers, research summaries.	NA	5 FT	$200,000	Mix of state funds and grants.
Colorado School Model Programs	Profiles of model state programs.	25,000 per year (measured by number of times database is opened).	1 FT, temporary help as needed.	$25,000	State funds only.
Florida State School Improvement Research Center and Prevention Center	Copies of articles and abstracts.	10,000 per year (estimated).	7 FT for all 3 clearinghouses.	Not available	Determined by content of clearinghouse, i.e., federal, state, etc.
Information Exchange, Maine Resource Bank	Abstracts and contact information, program and project descriptions, instructional materials, experts/consultants.	1,500 - 2,500 per year.	3 FT	Not available	State funds only.
Texas Education Agency Clearinghouse	Critical issues analysis papers, program information with abstracts and contacts.	3,000 - 4,000 per year.	4 FT, 3 PT.	Not available	State and federal (Chapter 1, Chapter 2, JTPA).
Arizona Prevention Resource Center	Informational materials, library and electronic research, consultant referrals.	2,500 in 1992-93.	2 FT, 4 PT plus volunteers.	Not available	State funds only.

The Arizona Picture

At-Risk Programming in Arizona

In the past several years, the state of Arizona has appropriated substantial funding and supported program development in the arena of at-risk education. In 1988, the legislature initiated the *Arizona At-Risk Pilot Project* which provides funding for 55 school districts across the state to develop and implement programs to meet the needs of at-risk students. The cost of this project is $7.7 million per fiscal year. In 1990, $1.6 million was made available to support 13 at-risk preschool programs; this amount is expected to be increased significantly by the legislature in 1994. The state also funds full-day kindergarten programs in 20 schools, at an annual cost of $1.4 million. The state provides districts with an additional $146 per student classified as Limited English Proficient (LEP). In 1992-93, districts reported to ADE that 90,556 students were classified as LEP.[2] Of these, 65,225 received special services and qualified for the LEP weight, for a total cost of $9.5 million.

In total, the state currently appropriates over $20 million annually for programs specifically targeting at-risk students. It is anticipated that an additional $10 million per year may be allocated by the legislature in 1994 to fund at-risk preschool. In addition, several federal programs, including Chapter 1, Migrant Education, Indian Education, and Bilingual Education, are designed to address the unique needs and characteristics of disadvantaged students. This level of support has enabled the implementation of a wide range of programs for students of all ages in both urban and rural areas throughout the state. The networking of programmatic information and people involved in implementing these at-risk programs is the major goal behind the vision of a state clearinghouse for at-risk education.

Information Services in Arizona

One state level clearinghouse was identified within the state of Arizona. The Arizona Prevention Resource Center (APRC), College of Extended Education, Arizona State University, includes a clearinghouse function as part of its comprehensive prevention programming services. As described in more detail in Appendix B, the APRC is a cooperative effort to support broad-based prevention activities in the state, operated through joint funding with the Arizona Department of Education, the Governor's Office of Drug Policy, the Arizona Department of Health Services, and ASU's College of Extended Education. APRC services include training and evaluation for prevention programs in the state in addition to the clearinghouse.

Another information dissemination unit within Arizona is the Arizona Educational Information Service (AEIS), which is maintained through ASU's College of Education. AEIS provides copies of journal articles on more than 600 education topics to schools and districts that subscribe to their service, through a system called the "Gold Files."

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[2] This figure is tentative as of December 1993, pending confirmation of district-reported data and publication of ADE's report on bilingual education in January 1994.

Subscription fees can be paid based on student enrollment or a flexible fee schedule based on the number of gold files the district anticipates requesting (e.g., $1,000 for 40 Gold Files).

Other sources of information available on a statewide basis include yearly conferences sponsored by ADE on topics such as at-risk education, vocational education, and K-3 education, publications distributed through ADE such as statistical reports, department newsletters, and the *Promising Practices* books which resulted from Morrison Institute's four-year longitudinal evaluation of the *Arizona At-Risk Pilot Project*.

Computer Networking in Arizona

A major cooperative effort has been undertaken within the state of Arizona to develop statewide computer networking capability that will be accessible to anyone with a computer terminal and a modem. The Department of Education is a central player in this effort to connect people from all over the state to an electronic "backbone" that will serve educators, libraries, and other public entities. ADE, in cooperation with the Department of Administration, US West Communications, Cisco Systems, Inc., Innovative System Design, selected schools, County School Superintendents, and state libraries, currently is conducting a six month pilot of a networking system to develop data connectivity throughout the state of Arizona. The goal of this project for ADE is to establish a statewide network to link all schools with a myriad of centralized information resources through the Internet system.

The cost for a school or district to access this statewide network will be reasonable. A site can obtain a user software license for an annual fee of $22.50 per computer station. The network can be accessed in two ways: 1) The user can dial in to a toll-free number through a modem; or 2) The user can obtain a hard connection through a US West communications system using frame relay, at a cost of approximately $120 per month. Hardware requirements for a user to access the network are either a Macintosh computer with System 7 operating system or an IBM-PC compatible with Windows 3.0, 3.1 or better. If the user will access the network through a modem, a 9600 baud modem is optimum for a reliable connection.

Establishing a State Clearinghouse

Needs Assessment

This research was conducted based on preliminary evidence of need for a statewide clearinghouse identified through observations by ADE staff. However, it is recommended that a formal needs assessment be conducted prior to committing funds to such an effort. Preliminary questions about the need for a state clearinghouse will be incorporated into the comprehensive needs assessment that will be conducted by Morrison Institute early in 1994 as part of the research to develop state strategies for technical assistance for at-risk education. This survey will include key questions such as whether school personnel view a clearinghouse as an effective mechanism for disseminating information, whether they would use such a service, and whether they have the capability to access it electronically. The

Department may want to follow-up on survey results by talking with school staff around the state specifically about the potential for a clearinghouse on at-risk education.

Data from a formal needs assessment could be used by the Department to make decisions about which options are optimum from the perspective of school personnel. For example, needs assessment data would reveal the type of information districts need and how they want to access it. These data would validate the perceived need and would help to determine more specifically the appropriate scope of the clearinghouse collection and the preferred mode of access to the clearinghouse from the perspective of school personnel. The needs assessment is recommended as the first step in making further decisions about establishing the clearinghouse.

Options

If the decision is made to move ahead with the proposed clearinghouse project, two options were identified through this research as viable for establishing a statewide clearinghouse for at-risk education. One option is to manage the clearinghouse "in-house" at the Department. The other option is to sub-contract the management of the clearinghouse through the Arizona Prevention Resource Center (APRC). These options are discussed in more detail below.

The research shows that APRC could provide a viable option for housing and managing the at-risk clearinghouse for several reasons. APRC's mission is to provide comprehensive prevention programming and support for the state of Arizona. When it was established three years ago, the center's service emphasis included primarily drug and gang prevention. This focus has expanded substantially in the past year, however, and now includes a much more comprehensive range of prevention programs. For example, through cooperative efforts with ADE's comprehensive health and nutrition units, the clearinghouse component of the center now includes extensive information on HIV/AIDS and nutrition education. APRC staff have been consulted extensively during this research process about the feasibility of managing an at-risk clearinghouse through the existing center. The center's director views the incorporation of at-risk education programs and materials into the clearinghouse as a logical extension of the current collection and an appropriate area for expansion of APRC services.

Because the center already provides a clearinghouse function, the operations associated with information collection and dissemination are well-established. Start-up and operational activities associated with an at-risk clearinghouse would be easily absorbed into the current system. The center has mechanisms in place for communicating with both school and school district levels. In fact, school personnel are the most frequent users of the current APRC clearinghouse collection. One drawback to this option, however, is that the center does not currently have a plan for ensuring electronic access to the existing clearinghouse. The collection is accessed strictly by telephone, mail, or walk-in contacts. The collection titles currently are being entered into *In-Magic* library cataloging software, thus establishing an in-house database for use by clearinghouse staff. An electronic component eventually may be explored when ADE's statewide computer network is fully functional and accessible, but the details of this component are not developed at this time. If

the Department envisions electronic access to the at-risk clearinghouse as a priority, this aspect would have to operate independently from the existing APRC system.

Another consideration if the APRC option were to be chosen is that an intergovernmental agreement between APRC and ADE would have to be arranged. While there could be flexibility in many of the details of this agreement, the Department should be aware that some factors would not be negotiable. For example, clearinghouse staff would be employees of Arizona State University and would be supervised by and report to the APRC Clearinghouse Coordinator. The fiscal management of the clearinghouse budget would reside within the APRC administrative office, and the contract would involve university overhead charges. One last point to be considered is the possibility that APRC might be moved to the Mercado area next to the ASU Downtown Center at 5th and Monroe Streets in Phoenix. Although this is only a very tentative possibility, the potential to be housed in a downtown location might be viewed by ADE staff as more desirable for the clearinghouse than the current APRC location near the ASU campus in Tempe.

Operating the at-risk clearinghouse within ADE, however, may have several advantages. The primary advantage appears to be that the clearinghouse staff, fiscal management, and operations would be under the direct control and supervision of the Department. In addition, most initial contacts with vendors of resources, consultants, and schools are naturally made with ADE. Transferring these contacts and information to APRC could be time consuming and cumbersome. The content expertise for at-risk education issues and programming also resides within the Department, and this proximity might be advantageous to the operations of the clearinghouse. Finally, the clearinghouse could be viewed as a valuable internal resource for ADE staff.

In summary, the two options for housing the clearinghouse each have some advantages and disadvantages. The major question that will have to be considered by Department staff is whether they desire to have control over the day-to-day management and operations of the clearinghouse, as well as supervision of the staff. Another consideration is whether the Department has the physical space capacity to house this function. These will be decisions to be made internally at the Department.

Clearinghouse Software

Regardless of which option for managing the clearinghouse is chosen, if a decision is made to proceed, software will need to be developed which is customized for this purpose. Attempts have been made previously within ADE to develop software for a clearinghouse database, but a recent review showed that the existing software would not be adequate for the clearinghouse project currently under consideration. Further, APRC's *In-Magic* library cataloging software has several limitations that would eliminate it as an appropriate tool for developing a database of abstracts. The ADE programmer analyst consulted about this project recommended that a D-base application would need to be developed, customized with searching capability and query-by-example functions specific to the clearinghouse collection. The estimated development and testing time for this task is two to three months. This software would be required regardless of which modules are selected for inclusion in the clearinghouse collection.

Clearinghouse Modules

Although the scope and size of the clearinghouse have not been defined by the Department, there are many potential variations. In its most limited form, the clearinghouse could contain only program abstracts that could be accessed by a user by telephone or mail. In its most expansive form, the clearinghouse could involve a much more comprehensive collection of information about at-risk programs including program abstracts, technical assistance referrals, linkages with other information networks, electronic access, browsing and lending libraries, and a clearinghouse catalog. Seven possible "modules" have been developed that can be used as building blocks to create the desired size and type of collection. Module descriptions, start-up activities required to implement them, and equipment required for each module are shown in Table 2. The seven modules are the following:

1. Base module: program abstracts only
2. FAX capability: added access mode
3. Browsing library: physical collection of materials
4. Lending library: physical collection with lending option
5. Computer network: added access mode
6. Brokering of referrals: consultant contacts
7. Clearinghouse catalog: publication of program abstracts

When making decisions about the selection of modules, ADE staff need to be aware that all modules would not need to be implemented simultaneously. According to information from ADE staff, the base module is the highest priority and, therefore, it probably would be developed first. After the base module is established and in maintenance mode, subsequent modules could be added according to priorities set by ADE without additional staffing costs. Once the base module was operational, staff time would be freed to undertake additional data collection and entry tasks needed to develop additional modules (e.g., brokering of referrals).

Costs by Module

For each of the seven modules, start-up and on-going annual costs have been estimated. The projected costs cited in this section are based on estimated costs provided by staff at the Arizona Prevention Resource Center and other sources within the Arizona State University purchasing system. In addition to these costs, if the APRC option were chosen, ASU overhead costs would be calculated according to the exact terms of the contract. Comparative costs for similar equipment, services, and fees at the Arizona Department of Education were not available at the time this report was prepared. Many costs are dependent upon the size and scope of the clearinghouse collection and the rate of use once the clearinghouse collection is operational. The costs cited here are estimates for basic minimum

start-up and operations irrespective of the size and scope of the collection. A detailed breakdown of the specific items included in each module are shown in Appendix D.

Module	Start-up	Annual On-going
1. *Base Module*	$ 16,409	$55,200
2. *FAX Option*	$ 1,709	$ 2,060
3. *Browsing Library*	$ 1,940	$ none
4. *Lending Library*	$ 5,640	$ 4,400
5. *Computer Network*	$ 1,440	$ 1,423
6. *Brokering of Referrals*	none	none
7. *Clearinghouse Catalog*	none	$13,640

Table 2
Clearinghouse Modules, Start-Up Activities, and Equipment Requirements

	Module Descriptions	Start-Up Activities	Equipment Requirements
1.	*Base module.* Database of at-risk program abstracts, accessible by telephone or mail. Requests filled by mail. *(All other modules would be add-ons to this base module.)*	* Define content of program abstract. * Develop database software compatible with ADE network. * Collect, edit, and enter data. * Develop user access methods.	* Desk and chair * Computer and printer * Single telephone line * General office supplies
2.	*FAX capability.* Requests could be made and/or filled by FAX.	* Add user access by FAX.	* FAX machine and supplies * Additional telephone line
3.	*Browsing library.* Includes books, resource materials, curriculum kits and materials, limited journals. Access limited to clearinghouse visitors.	* Set-up and catalog library materials.	* Bookcases * Browsing table and chairs
4.	*Lending library.* Adds lending option to browsing library module. Requires duplicate lending copies of all browsing materials.	* Acquire duplicate copies of materials. * Develop lending system.	* Additional bookcases * Mailing supplies
5.	*Computer network.* Makes abstracts of entire clearinghouse collection accessible through ADE statewide computer network for schools.	* Download database onto ADE server. * Establish bulletin boards for people-networking.	* Software * Hard connection to network
6.	*Brokering of referrals.* Provides contact information for experts/consultants working with at-risk education issues and strategies.	* Define criteria for selecting consultants/technical assistance. * Collect and enter data.	N/A
7.	*Clearinghouse catalog.* Provides abstracts of entire clearinghouse collection in catalog format.	* Design format. * Produce publication, mail to schools.	N/A

Clearinghouse Staff

Based on staffing patterns among the clearinghouses profiled for this report, the minimum staffing requirement to establish and maintain a statewide clearinghouse would be one full-time professional. This staffing level would apply to either of the two proposed options. It is recommended that this position be filled by an individual with training and experience in library science, experience with automated library systems and databases, and knowledge of cataloging and acquisitions practices. In addition, experience working with public schools and/or at-risk programs would be desirable.

Appendix E contains personnel classification descriptions for library professionals within the ASU system and within ADE. The *Library Supervisor* classification description is from the ASU personnel system and would be applicable if the clearinghouse were housed within APRC. The midpoint of the salary range for this position, which is typically the entering salary, is approximately $25,000 per year. The *Librarian II* classification description is for a position within ADE and would be applicable if the clearinghouse were housed within the Department. The entering salary for the ADE position is $23,238 per year.

Depending upon the size and scope of the clearinghouse collection and the availability of resources, there likely will be a need for clerical assistance. If the size and scope of the collection are relatively small, this type of assistance could be obtained on a temporary and/or part-time basis. If it were decided to develop all seven modules simultaneously during the start-up year, a full-time clerical position could be warranted.

Implementation Steps

If the decision is made to proceed with establishing a state clearinghouse, Morrison Institute researchers estimate that initial start-up time would be approximately one year. During year one, tasks associated with developing the clearinghouse collection, designing methods for accessing the collection, and marketing the service would be completed. The clearinghouse should be "up-and-running" by the beginning of year two. Several preliminary steps will need to be taken before implementation can begin, as described below.

1. **Choose the best option.** There are two basic options for operating the at-risk education clearinghouse: one option is to incorporate it into the existing clearinghouse structure at APRC; the other is to house it within the Department. The most appropriate "home" for the clearinghouse will have to be determined by the department. Issues of human resources, space, and capacity within ADE will have to be considered. In addition, decisions about the size and scope of the clearinghouse collection will have to be made using the seven modules as building blocks.

2. **Negotiate the contract.** If the APRC option is selected as most appropriate, a written intergovernmental agreement will need to be negotiated between APRC and ADE. This contract would specify the exact terms and associated costs of the contract. If it is decided to establish the clearinghouse in-house at ADE, this step would be omitted.

3. **Acquire capital equipment.** Once the decision about where to locate the clearinghouse is made, the capital equipment required to implement the selected clearinghouse modules should be purchased. If the APRC option is selected, capital equipment would be purchased by APRC according to the terms of the agreement. Otherwise, capital equipment would be purchased through ADE.

4. **Hire staff.** The specific job responsibilities, skills required, and salary level for the clearinghouse staff position will need to be decided. The position will then have to be advertised and a person hired (either by ADE or APRC).

5. **Develop clearinghouse software.** Discussions with ADE staff indicated that a customized database application will have to be developed in order to create the database of program abstracts. The anticipated timeframe is approximately two to three months. This activity could occur simultaneously with other start-up activities.

6. **Establish review/advisory board (if APRC option is chosen).** Decisions about the clearinghouse collection will have to be made by a review/advisory board if it is managed by APRC. Members of this board will have to be selected and recruited. Policies and criteria for making decisions about what is appropriate for the collection will need to be established. The specific elements of the review process and a regular meeting schedule for the board will be necessary.

Conclusions

More comprehensive information about the total technical assistance arena for the state will be available after the needs assessment survey is conducted and results analyzed in mid-1994. Contingent upon confirming the need for a clearinghouse through a needs assessment, the concept of establishing a statewide clearinghouse for at-risk education appears from the research to have some merit. No similar informational or people-networking services for school districts in Arizona were found that focus specifically on at-risk programs and contacts within the state. There are, however, numerous sources of information on at-risk education topics that can be accessed at the national level. Some of these require electronic capability; others can be accessed by telephone or mail.

Developing a clearinghouse collection, marketing the service, disseminating the information, and updating it on a frequent and regular basis will require a substantial financial commitment. If there is not sufficient evidence from the needs assessment that usage will be high, other alternatives for sharing information among schools serving at-risk students should be explored. One such option would be to use the statewide computer network being developed at ADE to set-up school-to-school communication through the use of bulletin boards and electronic mail. This option, however, does not provide service to schools that do not have the necessary communication hardware and software. Other options will be addressed in the larger technical assistance study and report to be completed by Morrison Institute.

If the decision is made to proceed with establishing a clearinghouse, several decisions will have to be made regarding the location, the amount of resources to be committed for start-up and continuing operational costs, the priority of the clearinghouse as a technical assistance tool for districts, and the scope, size, and accessibility of the collection. Several recommendations are important for ADE staff to consider as they use the information in this report to assist in making decisions about a clearinghouse.

- Needs assessment data should be collected and used to support decisions about the size and scope of the clearinghouse operation.

- The clearinghouse should be an integral component of a comprehensive state plan for technical assistance.

- A clearinghouse should be developed from a set of clearly stated goals and objectives with projected timelines for accomplishing them.

- The commitment of resources to a clearinghouse must be adequate and long term. A short term commitment could potentially result in making a substantial initial investment that is not adequately funded to support continuing maintenance and operational costs.

- The clearinghouse collection should be developed with the vision that it will be accessible through the statewide computer network for schools which currently is being piloted at ADE. The clearinghouse database should be developed to be compatible with the computer network and should be accessible electronically by any school or district connected with the network. However, the clearinghouse collection must always be accessible by other means (e.g., telephone, mail) for schools that do not have the necessary computer and communications capability.

- A regular updating process should be planned, probably on an annual basis, that will ensure that the information contained in the clearinghouse is current and accurate.

- A process should be developed that will enable ADE to evaluate the effectiveness of the clearinghouse in accomplishing the intended purpose of information- and people-networking.

Appendix A

Clearinghouse Survey

Survey of Existing Clearinghouses

1. What constitutes your clearinghouse collection and how is the collection categorized?

2. How do you solicit information for inclusion in your clearinghouse collection?

3. How is the collection stored?

4. What are your searching capabilities?

5. How is your collection accessed by users?

6. What is the use rate, and are there any identifiable patterns in usage?

7. In what form do you disseminate requested information?

8. How is the clearinghouse funded? What is the annual budget?

9. How is the clearinghouse staffed?

10. Where within your organization is the clearinghouse housed?

11. Could you share any of the forms you use to gather information to add to the clearinghouse collection?

12. Is there any other information that you believe would be helpful for us to know about the clearinghouse operation as we develop a model and options for Arizona?

Appendix B

Clearinghouse Profiles

Center for Early Adolescence (CEA)
University of North Carolina at Chapel Hill

Collection, Storage, and Dissemination

This national clearinghouse currently is housed in the School of Medicine at the University of North Carolina at Chapel Hill. The focus of the collection is problems and issues of adolescent youth. Information available through the clearinghouse includes the following: journals, books, newsletters, statistics, descriptions of state programs, speeches, video and film reviews, contact information for organizations involved with adolescent issues, and program materials. New information for the collection is obtained by continuously scanning journals, newsletters, and government documents to identify programs of interest, then contacting the program through a form letter to solicit additional information. Unsolicited information usually is not used. The total collection includes about 300 organization files, 52 statistical files, and 10,000 publications including books, journals, and articles.

Information is stored "library style" in a card catalog. The collection is open to the public; users cannot check-out items but may make photocopies, within copyright laws, for 15 cents per page. Inquisitions may be made by telephone via a regular (not 800) telephone number, in which case reference and referral information is provided. Although the focus of the clearinghouse is national, requests are received from overseas, primarily from U.S. military base personnel. Usage is continuous throughout the year but is heaviest at the beginning of the academic year. In FY 1991-92, the clearinghouse received 1272 requests for information: 686 by telephone, 462 by mail, and 124 walk-ins. The CEA clearinghouse also serves as the distribution and coordination point for training offered through the center.

Staffing and Funding

The CEA Clearinghouse director is a Medical Doctor who also directs other programs and departments within the School of Medicine. The clearinghouse is operated by one full-time and one part-time staff person, although staffing was more ideal when there was also a graduate assistant from the Library Science Department. The project was established in 1978 and has been housed in several other departments within the university during the 15 years.

The clearinghouse is funded entirely through grants from private foundations such as Lilly, DeWitt Wallace, Ford and Carnegie. The FY 1991-92 budget was approximately $47,000, allocated as follows: $40,000 for salaries; $1300 for memberships; $1400 on serials; $4300 on monographs.

Samples of forms used by the CEA Clearinghouse to review submitted materials, track clearinghouse activity, and follow-up on requests are shown in Appendix C.

National Dropout Prevention Center
Clemson University, Clemson, South Carolina

Collection, Storage, Dissemination and Usage

The National Dropout Prevention Center (NDPC) Clearinghouse is affiliated with the College of Education at Clemson University. Information is stored in a computer database, called the *Focus Database*, that can be accessed by Internet or with a personal computer and modem. The database includes: program profiles of over 500 dropout prevention programs; a calendar of events announcing conferences and other key events that is updated daily; information on hundreds of organizations associated with dropout prevention; a resource materials library that is updated monthly; and information on consultants and speakers.

The database can be accessed 24 hours a day by members of the National Dropout Prevention Network: the annual fee is $45 for individuals and $135 for organizations. Non-members can purchase a *Focus Instruction Manual* and then do direct on-line searches for only the cost of the long distance telephone call. Or, searches can be conducted by NDPC staff for a minimum fee of $25. Approximately 150 people access the data base each month.

Staffing and Funding

Information was provided for the total NDPC rather than for the clearinghouse only. The NDPC operates with a staff of 12 people with funding from a variety of sources including government funds, private donations, and grants. The annual operating budget was not available.

Education Commission of the States
Denver, Colorado

Collection, Storage, Dissemination and Usage

The Education Commission of the States (ECG) Clearinghouse is the central resource dissemination and research branch of the commission. Clearinghouse searches are done by policy experts and their staffs related to current legislation and publications on topics of interest. The clearinghouse collection includes a large database of state-by-state educational policy information, analyses of recent and ongoing educational legislation and initiatives, and a wide selection of educational publications and statistics. The most prominent components of the collection are the "50 State Looks" series which summarizes state level information and issue papers that summarize collected research on specific topics.

The ECG Clearinghouse stores information on an in-house database called *Advanced Revelation* that is accessible only by staff who conduct requested searches. Callers must access the Clearinghouse through a regular, not an 800, telephone number. Staff currently are exploring conversion to a totally electronic system that would be accessible to users.

The Clearinghouse is marketed as one of the major components of ECG and is described in all ECG publications. In addition, the Clearinghouse has a separate brochure describing its services. Currently, 49 states and three territories are members of ECG, each with seven appointed commissioners. Thus, ECG has high visibility among constituents throughout the country.

Staffing and Funding

The ECG Clearinghouse staff consists of five people who prepare the "50 State Looks" descriptions and issue papers and put the information on-line. The annual operating budget is approximately $200,000. Funding is provided through a mix of state membership fees and grants.

School Model Programs Clearinghouse
Colorado State Library, Department of Education
Denver, Colorado

Collection, Storage, Dissemination and Usage

The School Model Programs Clearinghouse was established to serve educators within Colorado. State programs are emphasized and solicited through a nomination form that is distributed at conferences and other events with wide audiences of educators. Programs from other states are included if they appear to be pertinent to the Colorado education community. Information, in the form of internally generated abstracts of model programs, is entered into a database and then transferred to the CARL system. This system is accessible through Internet, CARL, and a state-wide network. Call-in requests are accepted, but users are encouraged to access the clearinghouse through computers. Usage is measured by the number of times a database is opened per day on CARL; the average daily usage is 65 to 75, seven days per week. Usage is lighter during the summary.

Staffing and Funding

Staffing consists of one full time person, with temporary clerical assistance on an as needed basis. There was an initial cost of $5,000 to $10,000 in programming fees. On-going costs are estimated at about $30 per program entry, which covers all related operational costs, plus about $25,000 per year for salaries. An ideal salary budget would be $50,000, however, which would allow more marketing and training activities.

Florida Department of Education
Tallahassee, Florida

Collection, Storage, Dissemination and Usage

The Florida Department of Education has three primary clearinghouses: the School Improvement Research Center (which includes at-risk education), the Prevention Center, and the Urban Schools Clearinghouse (which is in start-up phase). The catalysts for establishing the clearinghouses were state initiatives for AIDS education and Drug Free Schools, both of which occurred about six years ago.

Clearinghouse information is collected through journal and magazine subscriptions, ERIC, computer search dialogues, and a state-wide electronic bulletin board. The collection consists of over 8,000 books, hundreds of videotapes, and 100 journals and magazines. The *In Magic* database program, which was designed for libraries, allows information entry using "key words," and also allows creation of specific databases for direct access.

Users access the clearinghouses through mail search requests or via a toll free number. Responses consist of mailing out copies of articles and/or citations on the topic of interest. The long-term goal for access is for all school districts to have direct link-up to the state-wide computer network, which is part of the Florida state plan. Teachers will be able to pull up a search request form, complete it on the computer, and send it to the clearinghouse through electronic-mail. Although no specific usage figures were available, current usage was estimated to be in the hundreds per week.

Staffing and Funding

Seven full-time people staff the three clearinghouses. Funding comes from a variety of sources depending upon the content of the clearinghouse. Federal funds pay for "Drug Free" materials, with the balance of funding provided through the state. Average annual budget figures were not available.

Information Exchange: The Maine Resource Bank
Maine State Library
Augusta, Maine

Collection, Storage, Dissemination and Usage

This clearinghouse was established with federal funding about 12 years ago, and has been maintained with state funds since federal dollars dried up. The clearinghouse "divorced" itself from the state education agency and operates as part of the state library.

The Maine Resource Banks is a computerized database containing a wide range of educational resources in the state. Organized within the categories of human, program/project, and material, the collection includes information about educational programs, projects, services, instructional materials, and educational experts/consultants. The collection is stored in the form of abstracts and contact information. Staff use the ERIC database on CD-ROM, as well as their own in-house database which uses *In Magic* software, to conduct searches.

Program information is solicited primarily through word of mouth and by browsing publications. Programs are screened with an application form before being entered into the database. Any state educator may access the clearinghouse free of charge via an in-state toll free number. Requests are filled by sending the inquirer abstracts describing programs or materials, along with contact information. The range of use during the school year is between 100 and 250 requests per month, with lower use during summer months.

Staffing and Funding

Staff consists of three full time people: a coordinator, researcher, and secretary. The clearinghouse is funded completely through state funds; however, no specific budget figures were made available.

Sample forms used by the Information Exchange to collect program and materials descriptions are presented in Appendix C.

Texas Education Agency Clearinghouse
Austin, Texas

Collection, Storage, Dissemination and Usage

Established in response to state legislation requiring the formation of a clearinghouse for drop-out information, the Texas Education Agency Clearinghouse is housed in the Office of Special Populations and Adult Education. The clearinghouse includes multiple education topics including drop-out prevention, closing achievement gaps, school-to-work transition, and school restructuring.

Information is solicited primarily by integrating the clearinghouse application form with the forms for applying to various state award programs (e.g., the Texas Success Schools Award), a method that has been successful in reducing duplication of paperwork. The clearinghouse also solicits entries with an internal application form, networks with field service agents in 20 regional service centers, and makes contacts with national educational organizations.

Information on programs includes a program abstract, mission statement, contact person, FAX and telephone numbers, grade level, and funding source. Information is stored in an in-house program written in the Fox Pro language, although a new database is in the process of being installed that will allow staff to conduct key word searches similar to ERIC. This electronic system is expected to be operational in early 1994. Currently, users can access the clearinghouse through a regular telephone number, a toll free number, or by fax.

The clearinghouse is publicized through regular columns in state education agency and professional organization newsletters, word-of-mouth, tapping existing networks, and conference presentations. The rate of use is estimated at 3,000 to 4,000 requests per year.

Staffing and Funding

The clearinghouse staff consists of four full time and three part time employees, including a director, division director, clerk, administrative technician. Funding is pooled from a variety of sources including state monies, Chapter 1, Chapter 2, and JTPA. Each piece of funding supports a different aspect of the collection. No specific annual budget information was made available.

Selected forms used by the Texas Education Agency Clearinghouse to collect program information on successful school practices are shown in Appendix C.

Arizona Prevention Resource Center
College of Extended Education, Arizona State University
Tempe, Arizona

Collection, Storage, Dissemination and Usage

The Arizona Prevention Resource Center (APRC) Clearinghouse is one of three components of the APRC services. According to the 1992-93 Year-End Performance Report, the center is a cooperative effort involving four state institutions: Governor's Office of Drug Policy, Arizona Department of Education, Arizona Department of Health Services, and College of Extended Education at Arizona State University. APRC serves as Arizona's central technical assistance and coordinating agency for comprehensive prevention programming. Although originally focused on substance abuse and gang prevention, the Center has expanded its mission to include a broader coverage of the prevention issue. For example, in 1993,comprehensive health and nutrition were added to the areas formally included in the clearinghouse collection.

The Clearinghouse collection includes electronic networking with several national prevention networks as well as an in-house library that holds more than 5,000 reference titles, monographs, training and curriculum materials. Topics include substance abuse, gang prevention, AIDS/HIV, special populations, Arizona organizations and programs, and health issues. Any Arizona resident can request a search on a topic of interest by calling a toll free number. The search is completed and a packet of information materials is mailed to the requestor within two weeks. Searches combine library and electronic research and referrals with available community services and programs. Users also are invited to visit the non-lending reference library, to copy any non-copyrighted materials, and to take or order any of the numerous free bulk literature materials available through the Clearinghouse.

The service is marketed through a variety of activities including a catalog with an order form which is sent to every school in the state, and presentations and displays at state conferences. Clearinghouse usage during 1992-93 was about 2,500 requests, 40 percent of which were for literature. K-12 schools were the largest user group, composing 27 percent of all Clearinghouse contacts.

Staffing and Funding

The Clearinghouse staff consists of two full time and four part time employees, as well as several volunteers. Although specific annual operating budget information was not available, there are four main sources of funding: Governor's Office of Drug Policy, Arizona Department of Education, Arizona Department of Health Services, and College of Extended Education at Arizona State University.

Appendix C

Sample Clearinghouse Forms and Materials

Maine Resource Bank: Information Exchange

Membership Letter

"Writing Your Resource Description"

"Human Resource Description Example"

Program/Project Resource Form

Human Resource Form

INFORMATION
EXCHANGE

Home of The Maine Resource Bank - Maine's Network for Sharing Educational Resources

Maine State Library
State House Station 64, Augusta, Maine 04333
1-800-322-8899 207-289-5620

Dear Colleague,

This is a special invitation to you to become a member of the Maine Resource Bank, a computerized educational database accessed by any Maine citizen by calling our toll-free number.

The Maine Resource Bank contains resource information about educational programs, projects, services, instructional materials and Maine people willing to share their educational expertise. Inclusion in the MRB is by invitation and recommendation. We would like you to become a part of the MRB.

As part of the MRB, you will be responsible for completing a form (an abstract of the resource) for entry. The MRB lists resources as human, program/project and material. Once you are in the MRB you will be requested to update your data annually.

What does being a member of the MRB do for you?

1) Your resource information becomes part of a computerized database.
2) Your data is now available to all citizens in Maine by calling a toll-gree number.
3) A printout of your abstract is sent to the person requesting the informaiton.
4) You are a part of the "Information Exchange" which uses modern technology, combined with the professional information specialists, to provide information in a most efficient manner.

What does being a member of the Maine Resource Bank cost? Nothing to you or the person using the MRB! We are a program of the Maine Department of Educational and Cultural Services. We are part of the Maine State Library. We are "Maine's Network for Sharing Educational Resources."

Please complete the appropriate resource forms as soon as possible. Remember, you are a valuable educational resource. You should be part of the Mac-1ine Resource Bank.

Thank you for your cooperation.

WRITING YOUR RESOURCE DESCRIPTION

The description of your resource in the Maine Resource Bank is the most important part of your form. It is from this description that the users will decide whether or not your resource is right for their needs. Please use these suggestions to help write your description!

1. Avoid trying to "sell" your resources. Focus on the Whats, and Hows, and the Whos.

   a) Whats?? subject areas, activities, interests, hobbies, skills, goals, objectives, results, special features, Keep to the facts!
   b) Hows?? how this resource will assist others, how activities are used to present materials, how to use training approaches, how goals are met
   c) Whos?? teachers, students, parents, grade levels

2. Avoid theory and philosophy. The user needs facts to determine if your resource is right for his/her needs.

3. Make your abstract brief and concise. Remember - you will be available for additional information.

4. Include special features/limitations and key words. Those first things that come to mind when you think of your resource.

5. Include the following information if applicable: travel limitations, group size, equipment/materials needed, distinguishing features, requirements, and strengths.

6. Avoid abbreviations, acronyms, jargon and unfamiliar words. If you must use them, add explanations or definitions.

7. Use complete sentences. Don't omit articles and little words to save space.

8. Compare your resource descriptions with the examples.

9. Give your description to a colleague for comment and editing. This really helps!

Before sending your form to us please check the data "fill in section" of the form. Be sure you have filled in all the blanks and checked all the appropriate boxes.

If you have any questions or need assistance, please call us at:
1-800-322-8899 or 289-5620

-- Examples of Resource Descriptions Follow --

Human Resource Description Example

My experience is in public and private schools at the elementary level. I enjoy working with teachers who would like to use music in their classrooms but have limited musical expertise or musical anxiety. My training is in Orff-Schulwek, a cognitively developmental music program based on native fold literature. The format I use is a hands-on approach where teachers participate in non-threatening activities. These activities include: using speech and rhythm, playing instruments, folk dance, active listening, and/or some singing. Teachers should be able to extract from this workshop a positive feeling towards music education and some ideas and materials to use in the classroom based on the teacher's identified strengths. I can also assist teachers in planning musical experiences to coordinate with other classroom subject areas.

Topic areas of assistance are listed
Training approach and activities used are specified
"Specific content and goals are identified*

Program/Project Resource Description Example

The functional Life Skills Program facet of the special education program at Skowhegan Area High School includes special needs students whose individual abilities and needs require a program stressing the acquisition of functional life skills. The program takes place in two home base rooms where functional academics, prevocational/vocational skills are pursued. The students also take part in art, physical education, home economics, and specific vocational programs in the school. Whenever appropriate, the students join other high school classes. The program takes students out into the community for functional academic activities, shopping and luncheon trips, community awareness and mobility safety awareness experiences. Volunteer apprenticeship opportunities and positions in the Special Education Co-op Program are made available. An emphasis throughout the entire program is the development of independent life skills and utilization of individual strengths and abilities.

Specific information on components/activities is provided
The WHAT, WHO, and HOW are clearly identified
Additional important information is given to the reader

Material Resource Description Example

Adolescent sexual development is presented as part of an overall physical, social and emotional process. Biological facts on puberty and reproduction are included with interviews of junior and senior high students and young married couples concerning their feelings and decisions. There is a brief scene of a live birth. Most of the reproduction information is presented in animation.

Written well, is concise
Full of important points for the potential user to consider
Unique features are mentioned
The storyline and design used to present material is specified

ALL RESOURCE DESCRIPTIONS SHOULD BE BRIEF AND CONCISE.

Information Exchange
Main State Library
State House Station 64
Augusta, Maine 04333
1-800-322-8899 or 207-289-5620

Office Use Only

Sent _____
Arrived _____
Screening _____ Sp. Ed.
Edited/Indexed _____
AN _____
Entered _____

INFORMATION EXCHANGE

Home of The Maine Resource Bank--Maine's Network for Sharing Educational Resources

PROGRAM/PROJECT RESOURCE

This form is for descriptions of people who are willing to share their knowledge and skills, or provide assistance and training.

The information on this form will be housed in a computerized file, the Maine Resource Bank, and made available upon request to educators in the State of Maine. It is important that you TYPE or PRINT LEGIBLY and that you use NO ABBREVIATIONS.

Title of Program/Project: _____

Location of Program/Project: _____
school district, campus, agency, business, etc.

Town: _____ **County:** _____

Contact Person: _____ , _____
last **first** **initial**

Address: _____
organization if applicable

_____
street or box no.

_____ , _____
town **state** **zip code**

Telephone: (_____) _____ _____ ext. _____

Availability: check all appropriate

PROGRAM MAY BE:

- ☐ **Observed On Site**
- ☐ **Demonstrated Off Site**
- ☐ **Discussed with Contact Person for More Information**
- ☐ **Purchased**
- ☐ **Obtained in a Written Form *specify*** _____
- ☐ **Other; *specify*** _____

Costs: *specify* _____

WILL PROVIDE ASSISTANCE TO:

Students in _____ grade level(s)

Counselors for _____ grade level(s)

Teachers of _____ grade level(s)

Support Staff f or _____ grade level(s)

Administrators of _____ grade level(s)

Other _____ grade level(s)

Parents of _____ grade level(s)

_____

NT:

Please turn this sheet over **and complete the section on the back.**

DESCRIPTION OF TYPES OF ASSISTANCE PROVIDED

Please refer to the enclosed materials. The examples and checklist will assist you in writing a clear and concise description. DO NOT INCLUDE ATTACHMENTS.

OFFICE USE ONLY

Descriptors

Identifiers

As the contact person, I understand that the information contained on this form will be available to educators throughtout the State of Maine, and that I may be asked to share the information as I have intended.

Date

Signature of Contact Person

Information Exchange
Main State Library
State House Station 64
Augusta, Maine 04333
1-800-322-8899 or 207-289-5620

Office Use Only

Sent _____
Arrived _____
Screening _____ Sp. Ed.
Edited/Indexed _____
AN _____
Entered _____

INFORMATION EXCHANGE

Home of The Maine Resource Bank--Maine's Network for Sharing Educational Resources

HUMAN RESOURCE

This form is for descriptions of people who are willing to share their knowledge and skills, or provide assistance and training.

The information on this form will be housed in a computerized file, the Maine Resource Bank, and made available upon request to educators in the State of Maine. It is important that you TYPE or PRINT LEGIBLY and that you use NO ABBREVIATIONS.

Name: _____ , _____
last first initial

Position: _____
ex: Elementary Teacher; Professor; Project Director; Consultant

Institution/Organization: *If applicable* _____
school, district, campus, agency, business, etc

Town: _____ County: _____

Contact Address: _____
organization if applicable

_____
street or box no.

_____ _____ _____
town state zip code

Telepone: (_____) _____ _____ ext. _____

Times available for services: _____
ex: Wednesday-Friday evenings: September-June

Costs: *specify* _____
ex: $50.00 per day plus expenses

_____

WILL PROVIDE ASSISTANCE TO:

Students in _____ Counselors for _____
grade level(s) grade level(s)

Teachers of _____ Support Staff f or _____
grade level(s) grade level(s)

Administrators of _____ Other _____
grade level(s) grade level(s)

Parents of _____ Counselors for _____
grade level(s) grade level(s)

NT:

Please turn this sheet over and complete the section on the back.

AVAILABILITY:

MATERIAL MAY BE: check all appropriate

- ☐ Borrowed; limitations _____
  for example: 4 weeks at a time; only within the Greater Portland area
- ☐ Borrowed to be copied; limitations _____
- ☐ Reconstructed from a Description
- ☐ Obtained in the Form of a Copy
- ☐ Observed On Site
- ☐ Copied On Site
- ☐ Discussed with Contact Person for More Information
- ☐ Purchased
- ☐ Rented
- ☐ Other; specify _____

COSTS: specify _____
for example: postage and copying 25 pages at $.05 a page

PRIMARY TYPE OF MATERIAL: check the ONE most appropriate

- ☐ Unit
- ☐ Activity Description
- ☐ Teachers' Guide
- ☐ Learning Center
- ☐ Game
- ☐ Textbook
- ☐ Workbook
- ☐ Book
- ☐ Pamphlet/Brochure
- ☐ Resource Directory
- ☐ Computer Software
- ☐ Professional Reference Literature
- ☐ Curriculum Guide
- ☐ Audiovisual Aid: specify type & format _____
- ☐ Other: specify _____
  _____

Material is intended for:

Students in _____ grade level(s)

Teachers of _____ grade level(s)

Administrators of _____ grade level(s)

Parents of _____ grade level(s)

Counselors for _____ grade level(s)

Support Staff f or _____ grade level(s)

Other _____ grade level(s)

_____

Please complete the narrative section on the following page.

DESCRIPTION OF TYPES OF ASSISTANCE PROVIDED

Please refer to the enclosed materials. The examples and checklist will assist you in writing a clear and concise description. DO NOT INCLUDE ATTACHMENTS or RESUMES/VITAE.

OFFICE USE ONLY

Descriptors

Identifiers

As the contact person, I understand that the information contained on this form will be available to educators throughtout the State of Maine, and that I may be asked to share the information as I have intended.

Date

Signature of Contact Person

Texas Education Agency Clearinghouse

Clearinghouse for Successful Practices Application Form

Clearinghouse for Successful Practices Technical Assistance Form

Sample Program Description (Abilene)

PLEASE TYPE

APPLICATION
TEXAS EDUCATION AGENCY
CLEARINGHOUSE FOR SUCCESSFUL PRACTICES
1701 North Congress Avenue
Austin, Texas 78701-1494
1-800-643-7025

Date: _____ Referred by: _____ Telephone No: _____

District Name:
_____

County District No: _____ ESC Region No: _____

If the nominated practices occur on a specific public school campus, please indicate:

Campus No: ____ AEIS School Group Index No: _____ AEIS Demographic Index No: ____

School Name: _____

Contact Person: _____ Daytime Telephone: _____

Work Address:
_____
City State Zip Code

*[1]Validation of Practices by: _____

Validation Contact Person: _____ Telephone No: _____

Grade Level(s) Involved: _____ Number of Students Served: _____

Student Population(s) Served: _____

Funding Sources:
_____

Start Date (If applicable): _____

Number and Type of Staff Required: _____

*[2]Outcomes (use back): _____
_____

*[3]Initiatives to Address Outcomes (use back): _____
_____

*[4]School Evaluation Process: _____
_____

*[5]Evaluation Results: _____
_____

*[6]Factors to Consider: _____
_____

*See reverse for explanation

1. Validation of Practices by: Name the group or organization that evaluated your school. This may include honors or recognition given to the school, if a standard set of evaluation criteria was used.

2. Outcomes: Describe schoolwide or student outcome criteria.

3. Initiatives to Address Outcomes: Describe school restructuring efforts, initiatives, or practices that led to achievement of the outcomes.

4. School Evaluation Process: Describe type of evaluation (internal/external), procedures, and techniques used to assess and document the success of the initiatives. Include types of evaluation (e.g., portfolios, program characteristics, report cards, attendance records, test scores) and procedure for interim, final, and follow-up evaluation.

5. Evaluation Results: Include results that indicate initiatives are working, e.g., 76% teachers attending the learning styles inservice administered the inventory and utilize instructional strategies addressing different learning styles.

6. Factors to Consider: Cite any problems or special considerations concerning implementation of the initiatives.

Applicable descriptors from the attached descriptor list. Please limit descriptors to six or fewer.

School Evaluation Process: Describe type of evaluation (internal/external), procedures, and techniques used to assess and document the success of the initiatives. Include types of evaluation (e.g., program characteristics, report cards, attendance records, test scores) and procedure for interim, final, and follow-up evaluation.

Evaluation Results: Include results that indicate initiatives are working, e.g., 76% of teachers attending the learning styles inservice administered the inventory and utilized instructional strategies addressing different learning styles.

Factors to Consider: Cite any problems or special considerations concerning implementation of the initiatives.

CLEARINGHOUSE FOR SUCCESSFUL PRACTICES

TEA CONTACTS

Your Name: _____

Area(s) of Expertise _____

Division _____ Tel. _____

When school districts contact you to provide information or technical assistance, what topics are requested most often?

_____

_____

_____

_____

_____

Who would be a good source of information about **schools** implementing systemic change to impact your area of expertise?

Name: _____ Telephone: _____

Name: _____ Telephone: _____

Who would be a good source of information about **instructional leaders** in your area of expertise?

Name: _____ Telephone: _____

Name: _____ Telephone: _____

* **Please note additional questions on back.**

Can you recommend **schools** that are successfully implementing systemic change to impact your area of expertise?

School _____ Location _____

Contact Person _____ Telephone _____

School _____ Location _____

Contact Person _____ Telephone _____

Can you recommend **schools** that are successfully implementing systemic change to impact your area of expertise?

School _____ Location _____

Contact Person _____ Telephone _____

School _____ Location _____

Contact Person _____ Telephone _____

Can you recommend outstanding **instructional leaders** (teachers, principals, administrators, superintendents) in your area of expertise?

Leader _____ School _____

Location _____ Telephone _____

Leader _____ School _____

Location _____ Telephone _____

Can you recommend outstanding **instructional leaders** (teachers, principals, administrators, superintendents) in your area of expertise?

Leader _____ School _____

Location _____ Telephone _____

Leader _____ School _____

Location _____ Telephone _____

TEXAS EDUCATION AGENCY CLEARINGHOUSE

1-800-643-7025

For additional information please contact the school listed below. Inclusion in the TEA Clearinghouse does not confer exemplary status. Please consult your campus plan to determine whether the initiatives described in this report match the vision, mission, and needs of your school.

Campus:	ABILENE ISD EARLY CHILDHOOD PROGRAM
Campus Type:	COMBINED
District:	ABILENE ISD
Address:	P.O. BOX 981 ABILENE, TX 79604
Phone Number:	(915) 677-1444
Demographic Range:	0.000
Region Number:	14
Award(s) Won:	Excellence High Performance_____ Outstanding Effort_____ Gain Award One_____ Award Two_____
Contact Person: Address:	CHERYL CUNNINGHAM 625 S 8TH STREET ABILENE, TX 79602
Phone Number:	(915) 677-2746
Key Words Assigned:	MENTOR SCHOOL

Description of Practices:

It is the belief of this early childhood program that parent/community involvement is necessary for the child to receive maximum benefit from the total program. In addition, federal performance standards for Head Start require parental and community involvement. Parental involvement is currently integrated into every component of the program. Over 6,000 volunteer hours were documented during the 1991-92 school year with approximately 7,000 hours being documented in the first five months of this school year (1992-93 school year). Each teacher is encouraged to obtain at least 40 parent/community volunteer hours each month.

Parents are active members of the following campus committees: mental health, family services, disabilities, nutrition, education, health, curriculum, and campus management. In accordance with Head Start guidelines, all programmatic and fiscal decisions are discussed with and approved by the parent policy council.

Report Date: 09/26/93

TEXAS EDUCATION AGENCY CLEARINGHOUSE

1-800-643-7025

For additional information please contact the school listed below. Inclusion in the TEA Clearinghouse does not confer exemplary status. Please consult your campus plan to determine whether the initiatives described in this report match the vision, mission, and needs of your school.

(Description Continued)

Campus: ABILENE ISD EARLY CHILDHOOD PROGRAM

Approximately 6 parent meetings/training sessions are held each month to meet parental needs. Topics this year have included the following: discipline, child growth and development, learning activities for the home, physical and dental health, marriage and family dynamics, etc. On-site GED, literacy, and ESL training is offered to all parents and to the community. As previously mentioned in Goal 4, this program also equips parents with skills to assist them in acquiring employment, including paid positions within the program.

Parents are also considered curriculum specialists in this program. They are called on to be experts in our classrooms as children explore various themes and cultures. This has proved to be an invaluable asset to the program. Parents are in classrooms cooking, working in learning centers, and teaching children about topics in which they truly are experts.

In addition, thirty-six children are enrolled in Home Start. This is a home-based program for three year olds meeting Head Start guidelines. Three home visitors/teachers visit each child's home once weekly and provide learning activities, social services assistance, and hands-on training for parents. The primary goal of Home Start is training parents to work with their children. The parents accompany their children to school every other Friday. The children participate in classroom socialization activities while parents receive on-site training.

This program believes that effective schools provide a network of support for children and their families which will foster development of the child. Therefore, mental, emotional, and physical needs must be addressed to ensure optimal effectiveness of the instructional program. To meet these needs, this program employs six family service workers which include a Parent Involvement Coordinator and two assistants, as well as a Social Services Coordinator and two assistants. Needs in the following areas are referred to these workers for direct or referral services: financial, medical, dental, food, clothing, transportation, employment, literacy, GED, ESL, counseling, substance abuse, excessive student absences, etc.

Two parent training sessions are held each month during the evening hours and weekly training sessions are presented during school hours in order to accommodate the parents' needs. These sessions concentrate on specific topics which were addressed by the parents on a needs survey conducted during the enrollment process. Job-related skills are taught to equip parents for employment opportunities, including paid positions in the program.

Report Date: 09/26/93

TEXAS EDUCATION AGENCY CLEARINGHOUSE

1-800-643-7025

For additional information please contact the school listed below. Inclusion in the TEA Clearinghouse does not confer exemplary status. Please consult your campus plan to determine whether the initiatives described in this report match the vision, mission, and needs of your school.

(Description Continued)

Campus: ABILENE ISD EARLY CHILDHOOD PROGRAM

A certified school counselor is also employed by the program. She is a specialist in working with preschoolers, children with disabilities, and their families. The counselor works with parents, children, and staff in providing individualized services which promote mental wellness and address the emotional needs of each of the children and their families. In accordance with Head Start guidelines, we collaborate with mental health professionals in our local colleges, universities, and community programs for referrals and treatment when it is necessary.

Three R.N.'s are on staff in addition to three health extenders. These health care providers are responsible for obtaining comprehensive medical, dental and nutritional services for all Head Start students. Students in all programs receive thorough vision, hearing, dental, height and weight, and mental health screenings. The program has a wide range of contracts and collaborative agreements with community agencies to which these families are referred for needed medical and dental services.

The program maintains yearly collaboration agreements with the public Health Department, Medicaid/EPSDT, Department of Human Services, MHMR, WIC, Advancing Babies Chances, Region XIV ESC, Abilene Christian University Marriage and Family Institute, Hardin-Simmons University Family Psychology Center, Cisco Junior College, Abilene Fire Department Firesetters Program, Social Security Administration, Girl Scouts of America, Hal Ramsey, D.D.S., Sam Spence, D.D.S., Pediatric Associates, Abilene Pediatric Association, Big Country Adult Education Co-Op, Taylor County Community Action Program, The Food Bank of Abilene, and the Christian Service Center. In order to maximize the use of outside services to families, WIC Medicaid, and Health Department immunization representatives are present at registration.

Nutritionists for the WIC program and from the school district monitor our menus to guarantee that they meet USDA and Head Start guidelines by providing 2/3 of the minimum daily nutritional requirements for young children. All services are made available to students, parents, and staff members.

Report Date: 09/26/93

Center For Early Adolescence Clearinghouse

Activity Tracking Form

Form for Reviewing Materials

AV Review Form

Information Services Follow-up Services Form

ACTIVITY TRACKING FORM

Completed By: _____ Date of Contact: _____

ML Form Sent: _____ Yes _____ No Date of Action: _____

Name _____

Position _____

Address _____

_____

_____

_____

Phone _____

Referred By _____

Form of Contact: _____ Mail _____ Phone _____ Personal _____ Center Initiated

Need: ___ Information ___ Training ____ Pubs. Info. ____Consultants __ Speaker/Workshop

Describe Need: _____

_____

_____

Action: _____

_____

_____

_____

Enclosures:

____ Mailing List	____ Training Info.	____ Living With
____ CEA Brochure	____ Tot Brochure	____ 3 to 6
____ Pubs. Brochure	____ MGAP	____ Common Focus _____
____ Math Info.	____ Literacy Info.	____ Dropout *Vol. No.*

____ Other _____

_____

Subject Codes: _____ _____ _____ Job Code: _____ 6/89

C-25

FORM FOR REVIEWING MATERIALS

JOURNALS

Journal Title _____
Author _____
Article Title _____
_____
Vo. _____ No. _____ Date _____
Pages _____ Call # _____

INTENDED AUDIENCE

Administrators _____ Researchers _____
Librarians _____ Teachers _____
Paraprofessionals _____ Young Adolescents _____
Parents _____ Youthworkers _____
Policymakers _____ Other _____

RESOURCE LIST Yes _____ No _____

SOURCE Davis _____ Health Sci _____ Ill _____ Center _____

SUBJECT DESCRIPTORS (TOPIC)

_____
_____
_____
_____
_____

Audiovisual _____ Programs _____
Curricula _____ Research _____
General _____ Other _____

ANNOTATION/COMMENTS

_____

_____

_____

_____

Reviewed by _____

CENTER FOR EARLY ADOLESCENCE
AV REVIEW FORM

TITLE _____

PRODUCER _____

_____

_____

_____

DISTRIBUTOR _____

_____

_____

_____

YEAR _____ TIME _____ FORMAT _____ COST _____

_____ _____

_____ _____

_____ _____

SUBJECT TERMS _____

_____

_____

RATING POOR-1 2 3 4 5-EXCELLENT

****

COMMENTS:

TARGET AUDIENCE _____

CEA AUDIENCE _____

INFORMATION SERVICES DIVISION

Recently you requested information from us. To help us improve our services we would like you to fill out this questionnaire and return it to us in the enclosed envelope.

1. Did the information arrive promptly? _____ Yes _____ No

2. Did the information serve your purpose?

   _____ Yes, it was very useful.

   _____ Yes, it was useful, but I could have used more.

   _____ No, it was not useful.

3. Did we refer you elsewhere? _____ Yes _____ No

   If yes, did you contact the resource we recommended? ___ Yes ___ No ___ Not Yet

   Did they provide you with information? ___ Yes ___ No ___ Not Yet

   Was it useful? _____ Yes ___ No

4. Comments:

5. Your name and address, please:

THANK YOU

Appendix D

Detailed Costs by Module

DETAILED COSTS BY MODULE

1. BASE MODULE

Start-up Costs		*Annual On-going Costs*	
Desk & chair	$ 850	Rent	$ 4,800
Computer & printer*	$ 3,600	Utilities	$ 1,500
		Telephone line	$ 1,400
Software development**	$ 11,250	Administrative, supervisory,	
Single telephone line		& fiscal management costs****	
installation***	$ 209	(salary + benefits)	$ 11,250
General equipment & supplies	$ 500	Library Specialist	
Sub-total	*$16,409*	(salary + benefits)	$ 31,250
		Clerical assistance	$ 5,000
		Sub-total	*$55,200*
		TOTAL YEAR ONE	***$60,359***

* *HAL 2001 486DX2-66 Tower, 8MB RAM, SVG monitor, 213 MB hard disk, Focus 9000 programmable keyboard, Logitech mouse and pad, MSDOS 6.0; Hewlett Packard Laser Jet 4 Printer*

** *Based on assumption of programmer salary + ERE of $3,750 per month for three months.*

*** *One time charge for adding a line to existing ASU telephone system.*

**** *These administrative costs apply only to the APRC option. Comparative figures for ADE were not available.*

2. FAX OPTION

Start-up Costs		Annual On-going Costs	
FAX machine	$ 1,500	FAX supplies	
Telephone line installation	$ 209	(paper, toner, master cylinders)	$ 660
Sub-total	*$ 1,709*	Telephone line	
		(long distance, monthly user	
		fees, equipment rental)	$ 1,400
		Sub-total	*$ 2,060*
		TOTAL YEAR ONE	***$ 3,769***

3. BROWSING LIBRARY

Start-up Costs		*Annual On-going Costs*	
Bookcases (2)	$ 640	None	
Tables & chairs for patrons	$ 1,300		
Sub-total	*$1,940*	***TOTAL YEAR ONE***	***$ 1,940***

4. LENDING LIBRARY

Start-up Costs		*Annual On-going Costs*	
Additional bookcases (2)	$ 640	Rent of additional space (200 sq ft)	$ 2,400
Acquisition of additional materials for lending (based on 200 titles @ $25 per title)	$ 5,000	Mailing and shipping (based on mailing 1000 titles @ $2 per title)	$ 2,000
Sub-total	*$ 5,640*	*Sub-total*	*$ 4,400*
		TOTAL YEAR ONE	***$10,040***

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5. COMPUTER NETWORK

Start-up Costs		*Annual On-going Costs*	
Hard connection to ADE network	$ 1,440	Software license	$ 23
Sub-total	*$ 1,440*	Telephone line	$ 1,400
		Sub-total	$ 1,423
		TOTAL YEAR ONE	***$ 2,863***

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6. BROKERING OF REFERRALS

none

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7. CLEARINGHOUSE CATALOG

Start-up Costs		*Annual On-going Costs*	
none		Printing	$ 11,000
		Mailing (based on 1100 catalogs @ $2.40 ea)	$ 2,640
		Sub-total	*$ 13,640*

Appendix E

Sample Job Descriptions

[Arizona Department of Education]

Class Code: 74662

<Miscellaneous Professional Group
Library, Museum and Related Series

CLASS TITLE: Librarian II

CHARACTERISTICS OF THE CLASS:

Under general supervision is responsible for professional librarian work of average difficulty; and preforms related work as required. This is the journeyman level classification which is involved in the full range of selection, cataloging, loaning and reference use of books and other library materials. Librarians at this level may perform beginning level consultation work with local libraries.

EXAMPLES OF DUTIES:

Provides in-depth reference service and reader guidance; catalogs and classifies library material including technical and special publications and non-print media; solicits and acquires materials to add to library collection; coordinates programs for exchanging publications with other institutions; reads and edits reviews; researches and prepares specialized detailed bibliographies and indexes; participates in consultative work with local librarians; participates in planning and presenting workshops for local librarians; prepares bibliographies and other aids for local librarians; may supervise technical, clerical and/or professional employees.

KNOWLEDGE, ABILITIES AND SKILLS:

Considerable knowledge of the principles of professional library work; considerable knowledge of the use of standard library tools and modern practices and processing library materials; considerable knowledge of standard reference materials and various subject matter fields; good knowledge of library purposes, organizations, trends and procedures; some knowledge of the principles of effective supervision, principles and practices.

Ability to speak and write effectively; ability to analyze situations accurately and adopt an effective course of action; ability to establish and maintain effective cooperative relations with those contacted in the work.

MINIMUM QUALIFICATIONS:

Two years of experience as a professional librarian equivalent to a Librarian I.

Rev. October 20, 1976

ARIZONA UNIVERSITIES PERSONNEL SYSTEM
CLASSIFICATION DESCRIPTION

CLASS CODE	FLSA CODE	EEO CODE	PAY GRADE	CLASS TITLE:
30470	E		22	Library Supervisor

SUMMARY OF CLASSIFICATION PURPOSE & DISTINGUISHING CHARACTERISTICS

Supervises library staff including Library Assistants and/or a large number of student employees in a unit such as cataloging, circulation, bindery, acquisitions, referencing, interlibrary loan, a special collection, etc. Develops and implements new work methods and procedures. Gathers data to prepare and submit reports. Conducts staff meetings to inform subordinates of changes to policies and/or procedures. Participates in departmental planning. Incumbents in this classification perform tasks found in the Library Assistant series but is distinguished from the Library Assistant series in that the main emphasis of this classification is first line supervision of library staff. Incumbents responsibilities and tasks will vary according to unit/department of assignment. Typically reports to a librarian. This is a specialized classification and not part of a series.

NO. TYPICAL DUTIES
DESCRIPTION

This description is intended to indicate the kinds of duties and responsibilities that may be required of employees given this title. It shall not be construed as determining what the specific duties and responsibilities of any particular position shall be. It is not intended to limit in any way the right of supervisors to assign, direct and control the work of employees under their supervision.

1. Monitors the activities of subordinates.
2. Develops or assists planning or developing policies and procedures for the unit; implements policies and procedures.
3. Monitors workflow of unit and assigns work accordingly; checks work of subordinate employees for accuracy to ensure adherence to established standards; corrects errors; solves complex problems; prepares employee work schedules; ensures deadlines are met.
4. Compiles and maintains unit procedural manuals; revises manuals as work methods are updated.
5. Conducts and oversees special projects such as material shifting; develops procedures to accomplish project objectives.
6. Prepares necessary paperwork to process payroll for subordinate employees; monitors payroll budget for unit.
7. Serves as liaison to other library sections; coordinates projects with other units; notifies units of changes in procedures which will affect their work; sets up cross-training programs for employees among units.
8. Performs work of Library Assistants classifications in unit as needed, handling only the most complex tasks.
9. Handles and responds to section or unit complaints from patrons and or library personnel.

KNOWLEDGE AND SKILLS REQUIRED:

- Knowledge of complex cataloging, acquisitions, reference, or bibliographic control procedures.
- Knowledge of automated library functions.
- Knowledge of library practices and procedures.
- Knowledge of supervisory practices and principles.
- Skill in coordinating work of others.
- Skill in both oral and written communication.

MINIMUM QUALIFICATIONS:

- Four years of college education AND one year related library experience; OR,
- Five years related library experience; OR,
- Any equivalent combination of experience, training and/or education approved by the Personnel Department.

Prepared: 8-23-88
Revised: May 18, 1990

Morrison Institute for Public Policy

Established in 1981 through a gift from the Morrison family of Gilbert, Arizona, Morrison Institute for Public Policy is an Arizona State University (ASU) resource for public policy research, expertise, and insight. The Institute conducts research on public policy matters, informs policy makers and the public about issues of importance to Arizona, and advises leaders on choices and actions. A center in the School of Public Affairs (College of Public Programs), Morrison Institute helps make ASU's resources accessible by bridging the gap between the worlds of scholarship and public policy.

The Institute's primary functions are to offer a variety of services to public and private sector clients and to pursue its own research agenda. Morrison Institute's services include policy research and analysis, program evaluation, strategic planning, public policy forums, and support of citizen participation in public affairs. The Institute also serves ASU's administration by conducting research pertinent to a variety of university affairs.

Morrison Institute's researchers are some of Arizona's most experienced and well-known policy analysts. Their wide-ranging experiences in the public and private sectors and in policy development at the local, state, and national levels ensure that Morrison Institute's work is balanced and realistic. The Institute's interests and expertise span such areas as education, urban growth, the environment, human services, and economic development.

The Institute's funding comes from grants and contracts from local, state, and federal agencies and private sources. State appropriations to Arizona State University and endowment income enable the Institute to conduct independent research and to provide some services *pro bono*.

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